

DOCUMENT RESUME

ED 069 034

EA 004 596

TITLE Parent-Child Educational Centers: A Facility for Early Childhood Education Ages, Infancy to Seven Years.

INSTITUTION Arizona State Univ., Tempe.

SPONS AGENCY Educational Facilities Labs., Inc., New York, N.Y.; National Inst. of Mental Health (DHEW), Bethesda, Md.

PUB DATE Jan 70

NOTE 22p.

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS Building Plans; *Child Development Centers; City Planning; *Early Childhood Education; Educational Environment; Flexible Facilities; Nongraded System; Parent Participation; Parent Teacher Cooperation; Physical Environment; *Planning (Facilities); Program Design; Public Schools; *School Community Relationship; School Design; Site Selection; Space Utilization

IDENTIFIERS Arizona; Litchfield Park; Parent Child Educational Centers

ABSTRACT

A Parent-Child Educational Center is a coordinating activity purposing to serve parents along with their children from a child's infancy through the age of seven. Such a center is carried on through the mutual initiative and involvement of parents and professional staff. The center serves parents by (1) providing for the developmental well-being of their infants and young children, and (2) assisting them in the achievement of continuous and increased effectiveness in their parental skills. The model project, designed specifically for the climate of Arizona, has shaded outdoor education spaces, wide overhangs, and parent-teacher conference and work areas placed throughout the activity spaces between the indoor and outdoor areas. (Photographs may reproduce poorly.) (Author/EA)

ED 069054

EA C04 596

Acknowledgements

PARENT-CHILD EDUCATION

A facility for early childhood education ages infancy to seven years

An Educational Facilities Laboratories sponsored project

The planning for this facility developed as a part of the overall planning for the new city of Litchfield Park, Arizona. The projected educational program for the Centers was developed with the aid of funds from the National Institute of Mental Health. The facility planning was supported by the Educational Facilities Laboratories, Inc., which provided funds for the development of educational specifications, architectural services and for the printing of this brochure.

Many persons, including nationally recognized consultants, participated in the development of the proposed program and the facility plans described in this brochure. Dr. Irving W. Stout, Professor of Education at Arizona State University, was the Program Director of the NIMH portion of the study. Mrs. Wynn Wright and Mr. Charles Medeiros served as graduate research fellows, and Dr. Arthur R. Bertoldi developed the educational specifications based on the NIMH study as a part of his doctoral study. Doyle Flynn & Associates as Architects provided their creative talent.

The cooperation and support of the local school districts in the Litchfield Park area, the Litchfield Park Properties, Inc., the developers of the new city, the National Institute of Mental Health, a number of University departments, the consultants, and the Educational Facilities Laboratories, Inc., is duly recognized with deep appreciation.

Harold E. Moore, Project Director
Professor of Education, College of Education
Arizona State University, Tempe, Arizona 85281

January 1970

D EDUCATIONAL CENTERS

ly childhood education

ven years

Facilities Laboratories, Inc.,



of the overall planning for the new
educational program for the Centers
National Institute of Mental Health.
Educational Facilities Laboratories, Inc.,
educational specifications, architectural

l consultants, participated in the de-
city plans described in this brochure.
Arizona State University, was the Pro-
f. Mrs. Wynn Wright and Mr. Charles
and Dr. Arthur R. Bertoldi developed
H study as a part of his doctoral study.
l their creative talent.
ol districts in the Litchfield Park area,
ers of the new city, the National Insti-
departments, the consultants, and the
y recognized with deep appreciation.

Harold E. Moore, Project Director
r of Education, College of Education
te University, Tempe, Arizona 85281

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

Architecture

Environmental
Planning

Landscape
Architecture

Doyle Flynn & Associates

Graphic
Design

Michael B. Weidman

Sketches

Dennis Hartley





OVERVIEW

A feature of the new city planning is neighborhoods undisturbed by the main traffic arteries, coordinated with and related to the community planning. A unique feature is the concept of education as the coordinative factor in community life. This is in recognition of the school as a primary and major social institution.

The Parent-Child Educational Center is not a prologue to school. It is school in the most vital sense of the word; a form of school that largely ceased to function with industrialization and urbanization but which was operated entirely by parents through their family life and livelihood in agricultural and earlier societies.

The PCEC has been developed as the beginning unit of the public school system. It is defined as a coordinating activity purposing to serve both parents and children from infancy through seven years of age, and is carried on through the mutual initiative and involvement of parents and professional staff. The mutual involvement of parents-children-staff, which is a distinguishing feature of the PCEC, is the beginning of continued similar involvement in the Continuous Growth Program of the middle and later years of the proposed public school program. The basic purpose is two-fold, i.e., to be of service to parents (1) in providing for the developmental well-being of their infants and young children, and (2) in achieving ever-increasing effectiveness in their parenting skills.

The PCEC is defined as an "activity" rather than as a "place," since the daily living and learning of parents and children is essentially active and continuous, and it is this daily living on which attention is focused.

The approach to school learnings in a PCEC is not haphazard. It is a thoughtful, considered process begun in infancy. It looks upon the early years with awareness of the significant relationship between those of infants and young children to the school years, which are commonly thought of as school learnings.

Both the early and school learnings come from the structure of the public school system of which the PCEC is proposed as the beginning unit. The intent is to understand each child's individual capabilities in order to provide for the learnings that develop those capabilities as they become evident.

The educational program is a continuous, non-graded, with children moving freely within and between learning segments as their individual development allows. This attention to individual development and the opening of the way to the learnings of the individual child does not mean that learnings go on in individual isolation. Rather, it goes on whatever groupings come about naturally through child, teacher, or parent initiative.

Although the PCEC concept is equally applicable to all geographical regions, the model program has been designed specifically for the sunny climate of Arizona with its warm and pleasant winters.

The PCEC is defined as an "activity" rather than "place," since the daily living and learning of adults and children is essentially active and mobile, and it is this daily living on which attention is focused.

The approach to school learnings in a PCEC is not haphazard. It is a thoughtful, considered approach from infancy. It looks upon the early learning and awareness of the significant relationships of parents of infants and young children to the ones that are commonly thought of as school learnings. Both the early and school learnings come within the structure of the public school system of which the PCEC is proposed as the beginning unit. The basic intent is to understand each child's individual capabilities in order to provide for the learnings that fit the capabilities as they become evident.

The educational program is a continuous process, ungraded, with children moving freely within and between learning segments as their individual progress allows. This attention to individual development is the opening of the way to the learnings suited to each individual child does not mean that learning will be in individual isolation. Rather, it goes on in whatever groupings come about naturally, either through child, teacher, or parent initiative.

Although the PCEC concept is equally applicable to all geographical regions, the model project has been designed specifically for the sunny climate of Arizona with its warm and pleasant winters. Shaded

outdoor educational spaces therefore nearly equal in area the enclosed spaces. Wide overhangs, which in part form the covered outdoor spaces, also afford sun protection for the interior spaces.

Parent-Teacher conference and work areas are strategically placed throughout the activity spaces between the indoor and outdoor areas. Similarly the hygiene and clothing storage areas are related to both indoor and outdoor activities.

The bi-level central core contains the administrative, planning, and programming functions on the first floor and the parent center on the mezzanine. Also on the periphery of the mezzanine is a viewing balcony which affords parents, staff, and visitors an opportunity to observe, study, and compare the activities of the children in the spaces below.

As a neighborhood facility, the PCEC is in intimate relationship with low density housing. Thus the character of the architecture is residential in scale.

The model Center is accessible to the neighborhood by both residential streets and a pedestrian and electric cart pathway system so designed to eliminate crossing of traffic lanes.

The Con

Fundamental to the plan for a Parent-Child Educational Center is the assumption that parents, being concerned with the developmental well-being of their children, will involve themselves willingly in designing a program providing the best possible environment for their children.

Further, it is assumed that educational workers are likewise concerned with the developmental well-being of the children and that herein is the basis for a bond for mutual involvement which it is believed parents will welcome.

It is further assumed that such mutual involvement will contribute positively to the developmental well-being of the children and to the maintenance of wholesome family relationships and thus to strong family life in the community which is commonly recognized as the foundation of American society.

Still further, it is assumed that the totality of a child's living is a matter of concern of both parents and educational workers. This suggests a blend of in-school and out-school activities that are projected in the program for the Parent-Child Educational Center.

Finally, a review of research concerning early childhood learning experiences, differing in degree and detail, is in general agreement concerning the importance and potential of early learnings.

Together these assumptions have formed the basis for the type of program and facility developed for a "school" called a Parent-Child Educational Center.

The Ratio

A Parent-Child Educational Center is a coordinating activity purposeful for both parents and children from infancy through seven years of age (and beyond) and is carried on through the mutual initiative and involvement of parents and professional staff.

The basic purpose is twofold, i.e., to be of service to parents (1) in providing for the developmental well-being of their infants and young children and (2) in achieving ever-increasing effectiveness in their parenting skills.

The Concept

Parent-Child Educational Center is the assumption with the developmental well-being of their children, in designing a program providing therefor.

educational workers are likewise concerned with the well-being of the children and that herein is the common ground which it is believed parents will welcome.

such mutual involvement will contribute constructive well-being of the children and to the maintenance of the family and thus to strong family life in the community, as the foundation of American society.

that the totality of a child's living is properly the concern of educational workers. This suggests a blending of influences that are projected in the program for a Parent-

child center which concerning early childhood learnings, while differing in general agreement concerning the significance of these learnings.

These influences have formed the basis for the type of program called a "parent-child school" called a Parent-Child Educational Center.

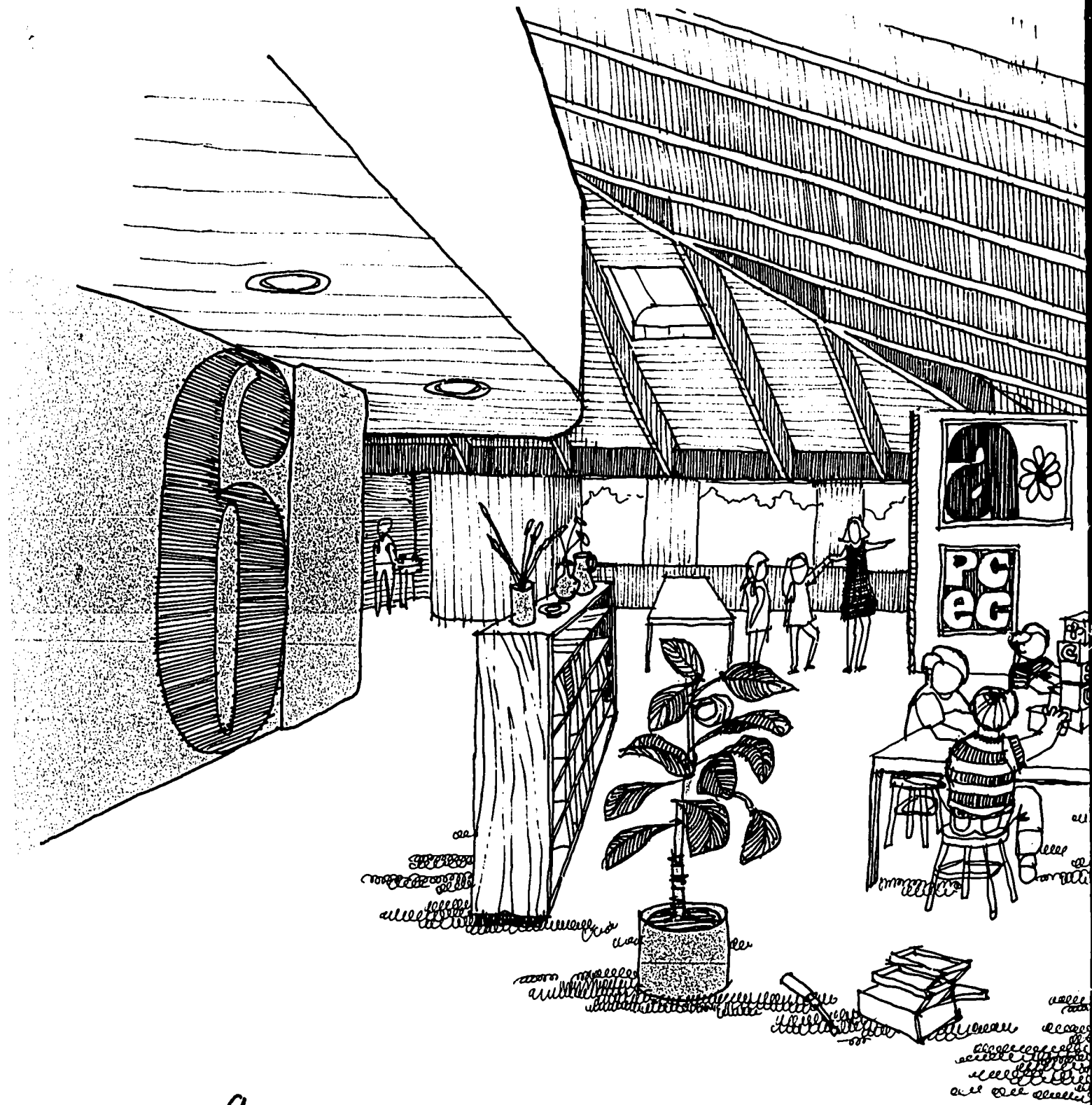
The Rationale

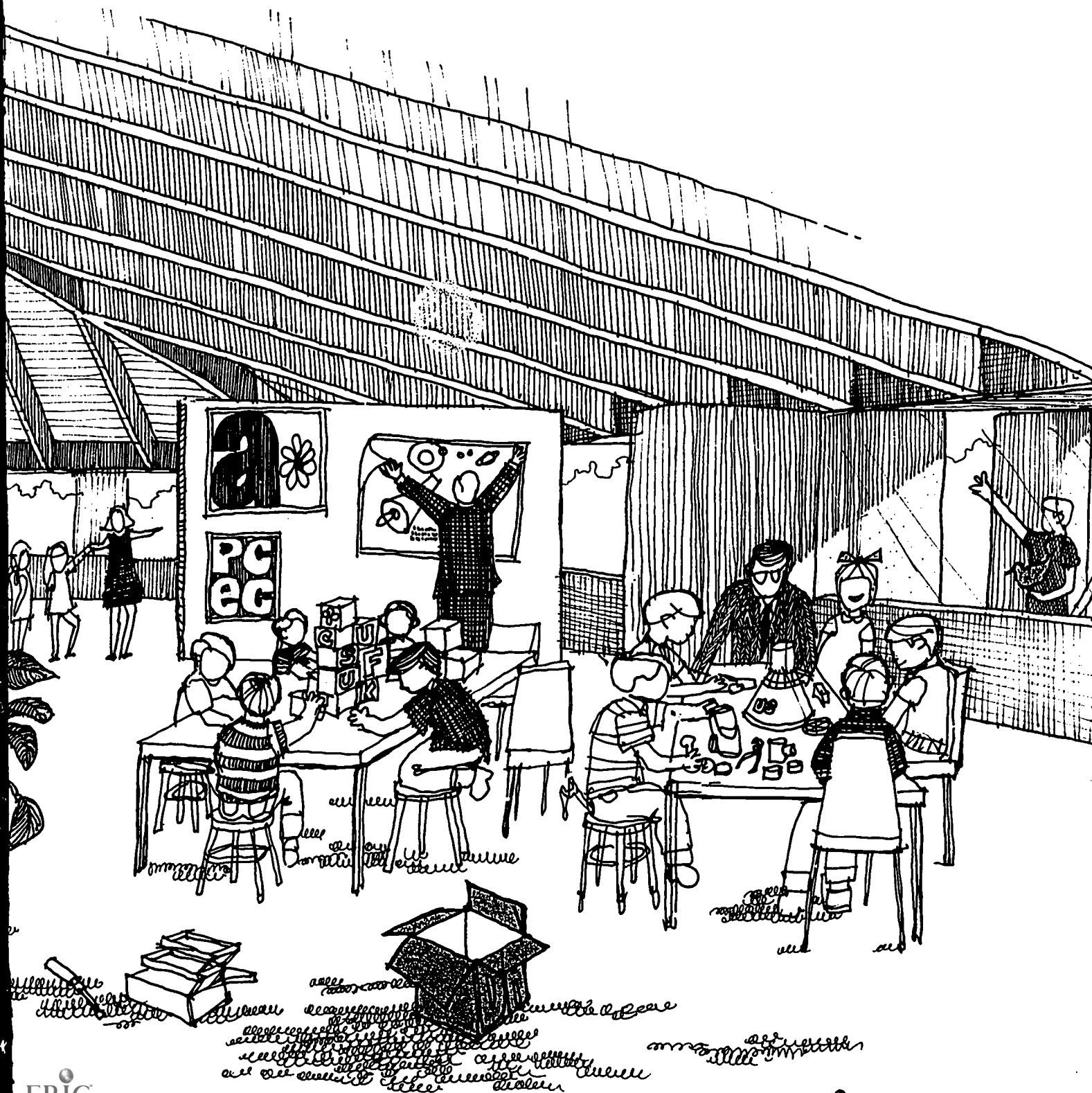
Parent-Child Educational Center is a coordinating activity purposing to serve the child from infancy through seven years of age (or thereabouts) through the mutual initiative and involvement of the parent and the child.

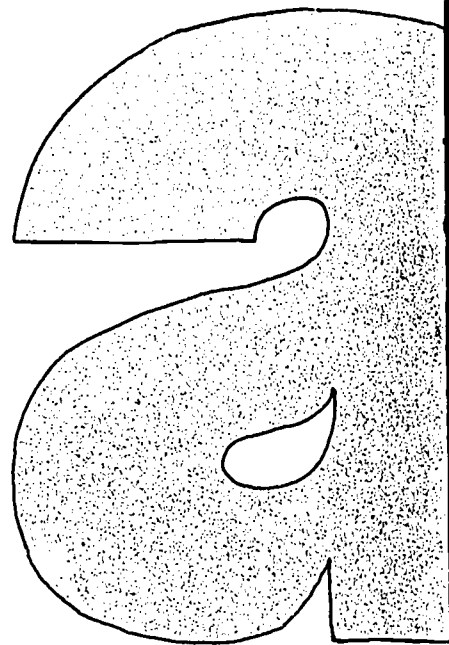
The Center is to be of service to parents (1) in providing the child with the best possible environment, and (2) in increasing the effectiveness in their parenting skills.

4
T
O
L
S
W
L
O
4

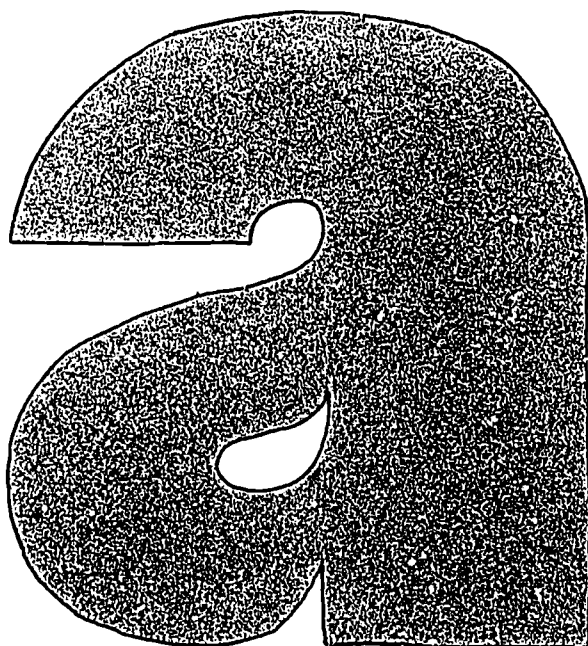
8





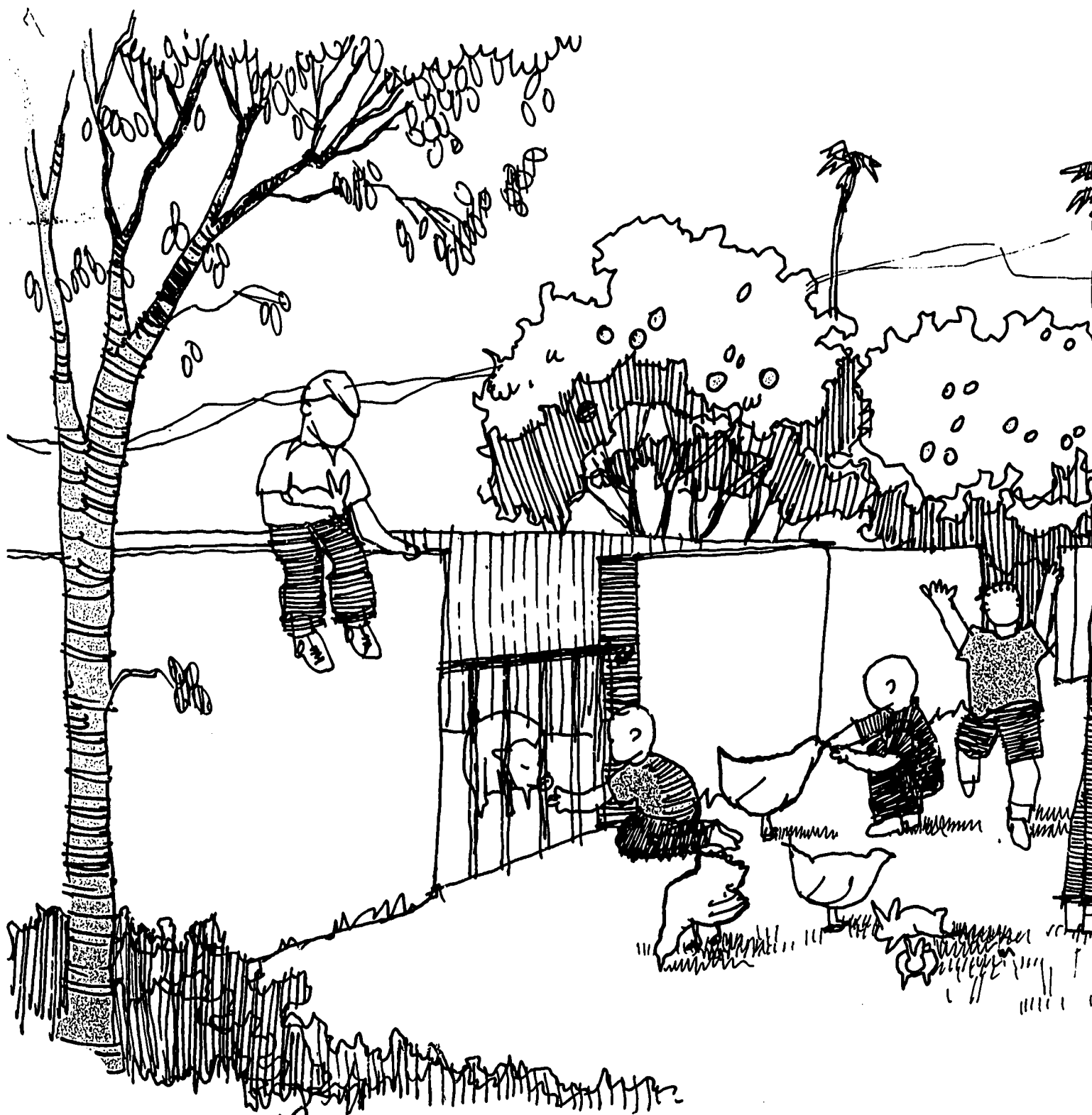


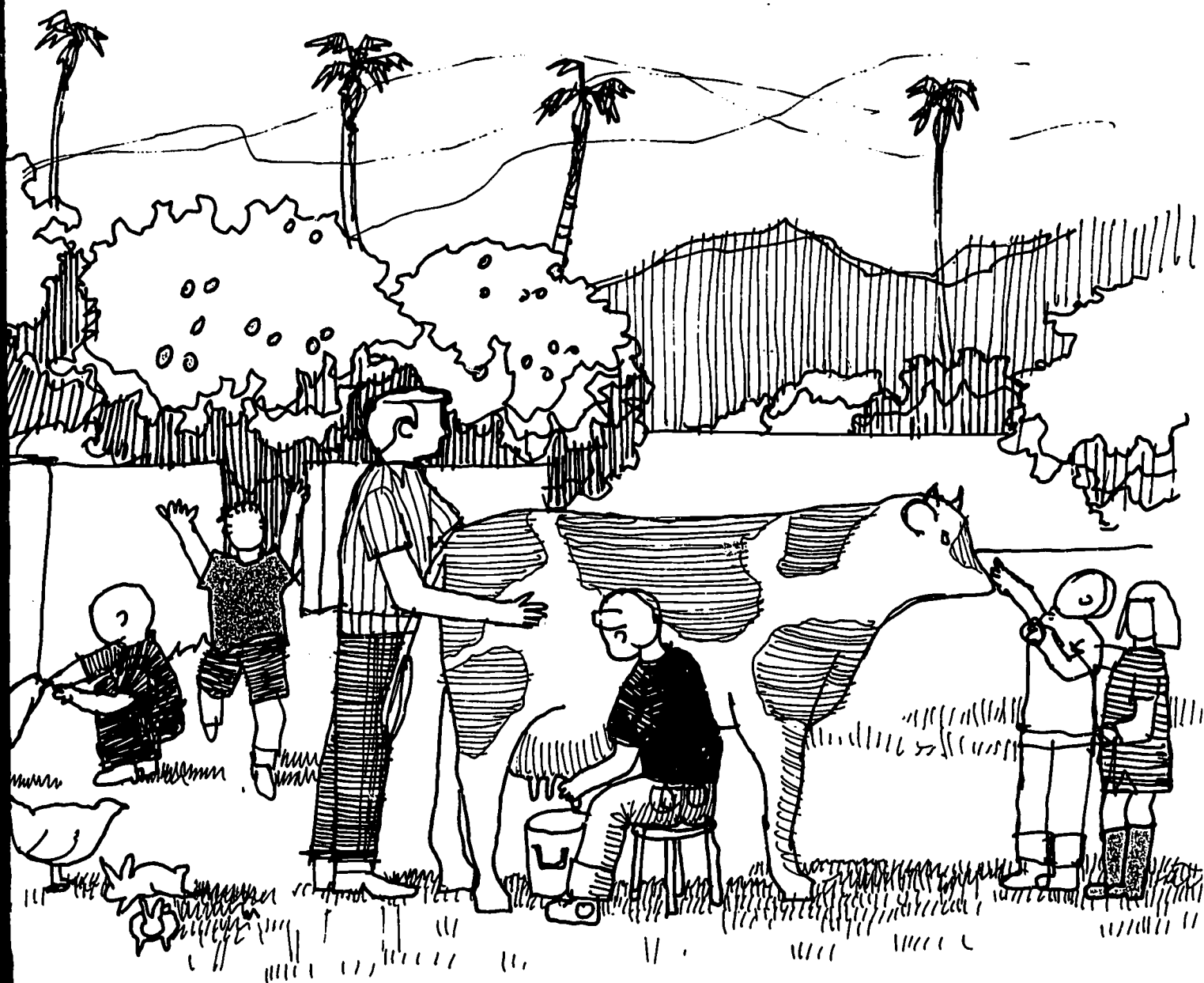
The Parent-Child Educational Center, as the beginning school, has four distinguishing features to be included in the definition thereof: the concept of it as an activity; the age-range of the children; the mutual involvement of parents and staff; and its coordinating function.



beginning school, has four distinguishing features to be found
activity; the age-range of the children; the mutuality of
nating function.

Distinguishing
Features





A

The Parent-Child Educational Center is defined as an *activity*, rather than as a place, since the parent and children is essentially active and mobile and it is on this daily living that attention is focused.

In defining the Center as an activity the term is used in a collective sense; as encompassing such daily living, as may be of concern to the parents at any given time and as may be of immediate significance to the children's developmental well-being, as seen by parents and professional staff.

Age-Range of the Center

As indicated in the definition, the interest of Parent-Child Educational Center covers the period from birth to seven or thereabouts.

This is the period of early childhood with the children moving on to the middle years of their development at the end of their seventh year. This indeterminate point accounts for the "thereabouts" in defining the Center as the child's progressing to the next unit of the public school. It is an individual matter.

It is an innovative step to extend public school concern downward from the usual school entrance age (which varies widely in different schools) to infancy. The sanction for doing so is found in the defensible interest of the child and the educators in both the totality and the continuity of the child's learning.

Total and continuous learning suggests interest in all of the learnings going on in the natural course of life and an intent to make them more effective.

While infants and young children are included in the school's concern, this does not point to any exclusion of older children. The word "educational" in the name of the Center signifies the basic emphasis to be found in all of the activities which relate both to the children and to parents. Nor will the activities of the children be a prolonged kindergarten program.

Activity

ty, rather than as a place, since the daily living of parents
daily living that attention is focused.
a collective sense; as encompassing such phases as the total
time and as may be of immediate significance in their chil-
professional staff.

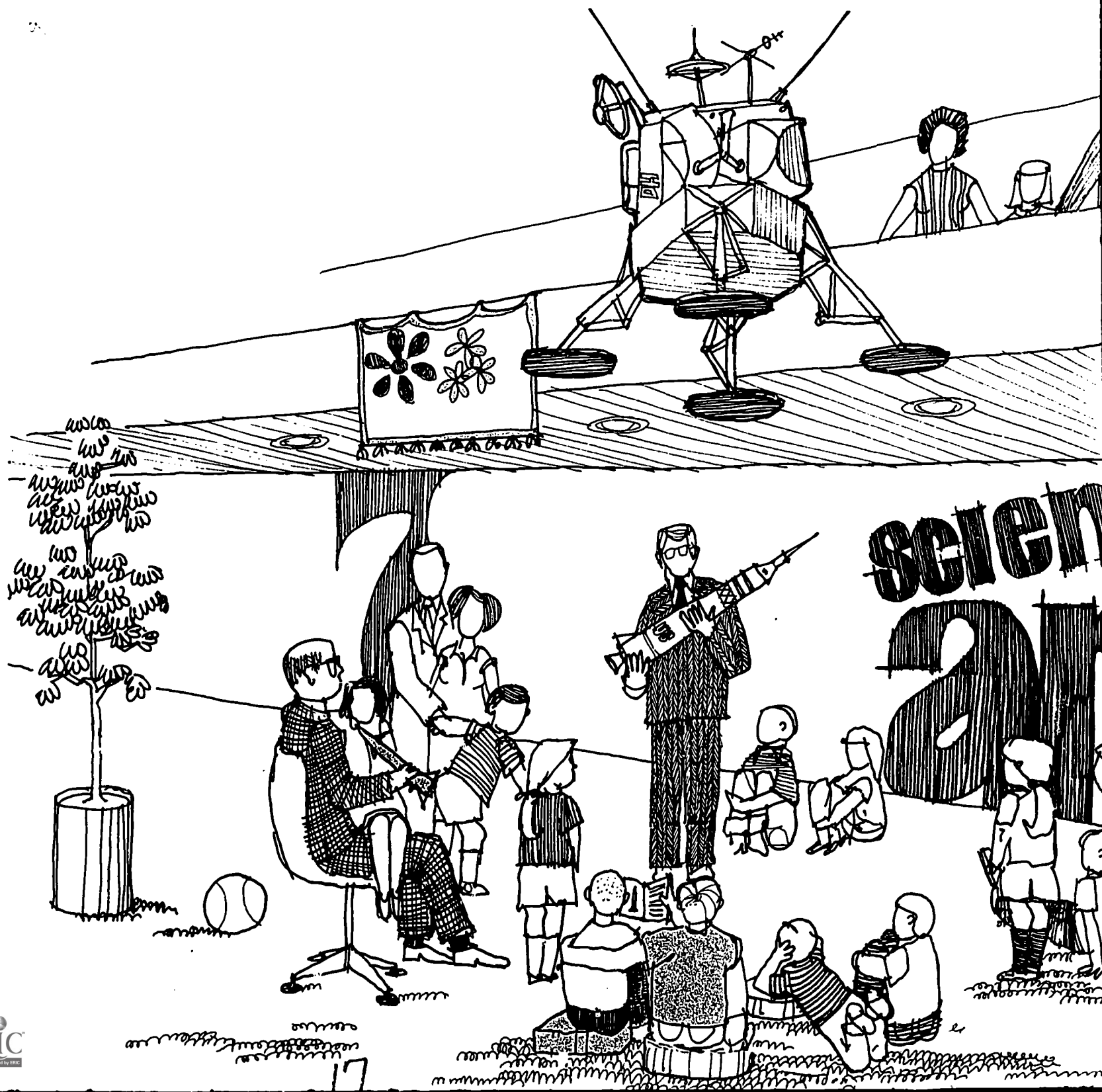
Age of the Children

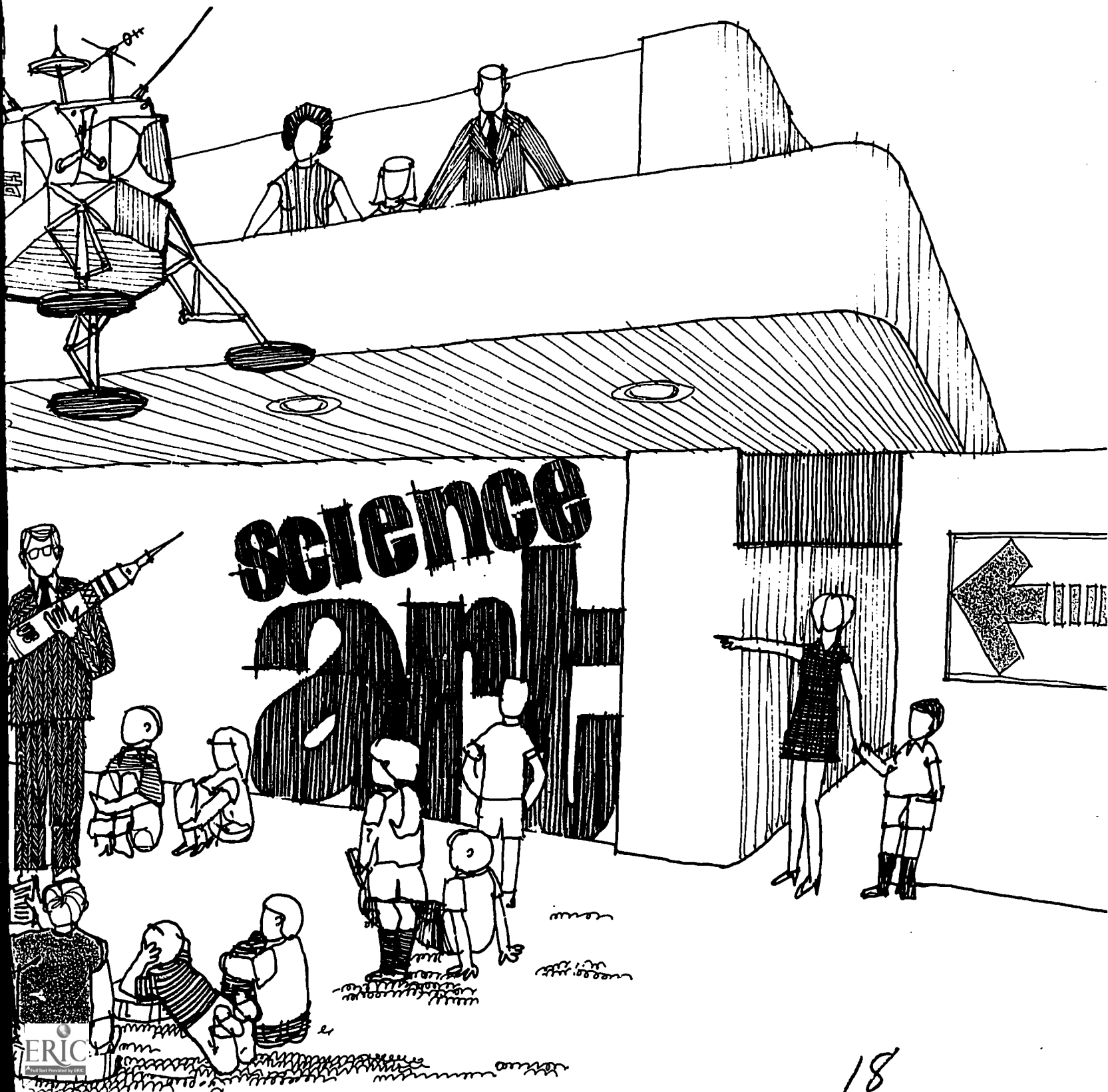
Educational Center covers the period from infancy through
ing on to the middle years of their development about the
for the "thereabouts" in defining the probable time of a
an individual matter.
downward from the usual school entrance age (which varies
doing so is found in the defensible interests of parents and
ld's learning.
ne learnings going on in the natural course of development,

ol's concern, this does not point to any baby-sitting service.
he basic emphasis to be found in all of its activities as they
ivities of the children be a prolonged nursery school or

1st

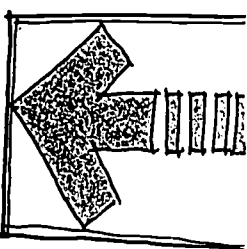
2nd





science

2nd



Mutuality of Involvement

The involvement of parents with the professional staff in carrying on the activities of the Center is significant since parents above all others must be concerned with their child's developmental well-being and with their parenting skills.

Parents and professional staff involvement in the Parent-Child Educational Center is active, purposeful, together, planning together and carrying out of plans together.

Parents can bring knowledge and personal information to the program which no one else can. These include their understanding of their children; their hopes and aspirations for them; their own individual sense of value about the children's learnings and what they want them to be; their ideas about their parenting skills and which they wish to increase the effectiveness thereof; their feelings about their family living and what they want to be. They also bring their personal and specialized talents and skills in various areas which may provide a contribution.

Thus the Center has an overall concern with children which combines parents with professional staff in a not temporary but continuous. It is also a two-way involvement and a voluntary one.

Coordination

By definition the center is a coordinating activity. The word coordinating is significant in pointing out how the functions. Mutual involvement is, in itself, coordinating in the dictionary definition, which says to coordinate is to bring into common action; to harmonize action; to act together in a smooth, concerted way.

The special interests, abilities and skills which the family, other children and adults, staff and the professional staff to the program will be coordinated so that the activities can move on smoothly with mutually shared and planned possibilities. This relationship may extend to other community institutions and agencies.

Coordinating includes the provisions made for children based upon their individual states of growing and learning. It means that the selection, arrangement, use of materials, equipment and all physical provisions will be designed to meet the needs of children and the purposes to be served. It means that a continuous program of learning activities will be planned to meet the changing needs of each child.

ty of Involvement

arrying on the activities of the Center is seen as natural
ld's developmental well-being and with their own parent-

ld Educational Center is active, purposeful, working to-

he program which no one else can. These include their
or them; their own individual sense of values; their ideas
their ideas about their parenting skills and the point at
elings about their family living and what they want it to
skills in various areas which may provide a significant

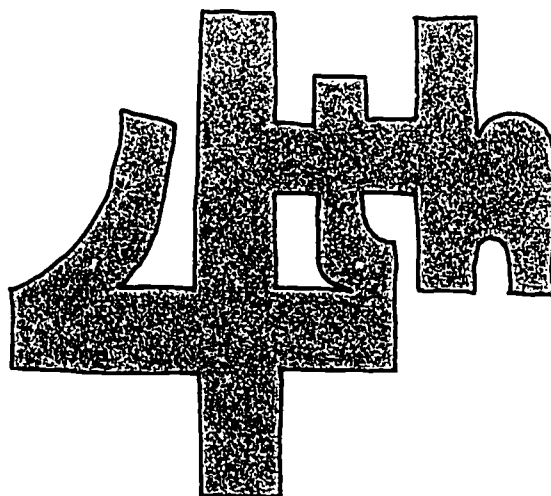
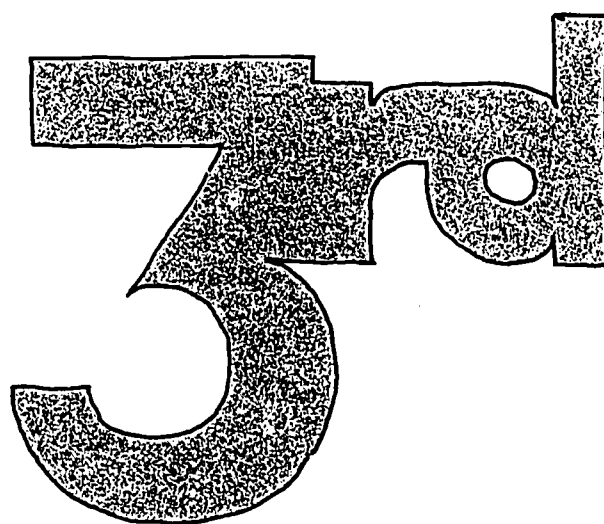
combines parents with professional staff in a way that is
nt and a voluntary one.

Coordination

ordinating is significant in pointing out how the Center
ictionary definition, which says to coordinate is to bring
ooth, concerted way.

er children and adults, staff and the professional bring
e on smoothly with mutually shared and planned respon-
utions and agencies.

upon their individual states of growing and learning. This
nt and all physical provisions will be designed to fit the
as program of learning activities will be arranged to fit



Program Characteristics

The program of the Parent-Child Educational Center is taken as referring to "... all of the means by which the purposes of the Center are accomplished." Through the involvement of parents and because of the close relationship with the homes, some of the activities can be expected to take place in the *homes* and some, naturally many, in the *Center location*. All are thought of as being included in the "program." The program is a flexible one allowing for initiative on the part of parents, children, and professional staff thereby making it possible to adjust to changing needs, interests, conditions of the moment, and to adopt some innovative procedures that are promising. This does not mean that the program is haphazardly organized or subject to whimsical change. The intent is to keep it orderly but not rigid.

There is flexibility in the expectations held for the children, flexibility that takes account of individual characteristics, or varying conditions that touch upon health, home affairs, or unexpected events in some child's living, and the like. It is this flexibility in adjusting the program to individual situations that allows for a wide range in the time of "beginning school" for different children. It is recognized that some are ready for more structured learning opportunities sooner than others and some can take more of it at a time than others.

The subject matter of the Center is thought of from two standpoints: subject matter of learning as it relates to the children and subject matter as it relates to the parents as they go about increasing the effectiveness of their parenting skills. Method in the Center is the way of doing all that is done; the procedure and the process by which the purpose of the Center is accomplished.

Home



Home



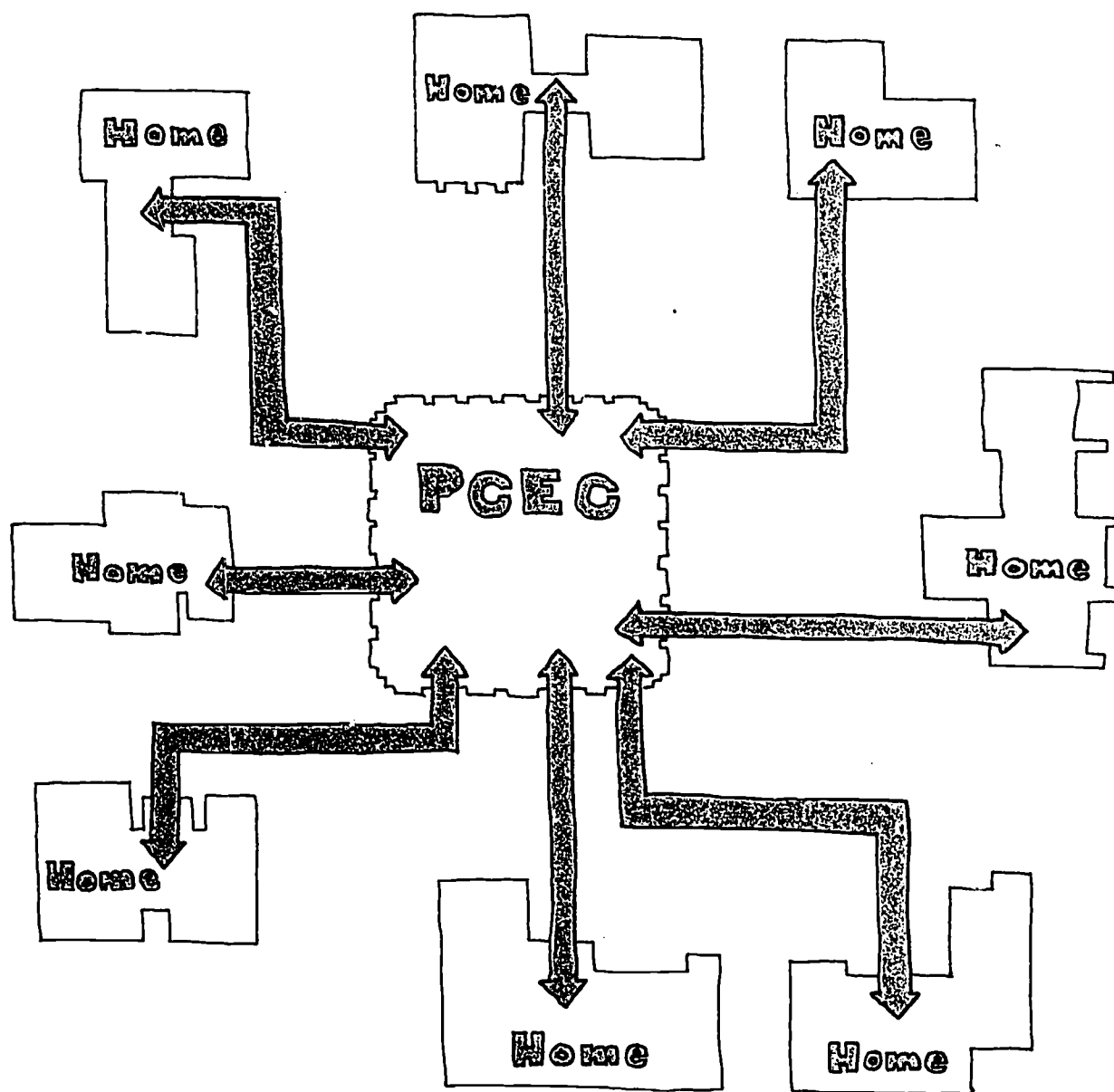
Home

ristics

ken as referring to
 are accomplished."
 e relationship with
 e in the *homes* and
 f as being included
 r initiative on the
 g it possible to ad-
 nd to adopt some
 n that the program
 intent is to keep it

en, flexibility that
 ns that touch upon
 ng, and the like. It
 ions that allows for
 ildren. It is recog-
 nities sooner than

andpoints: subject
 tter as it relates to
 eir parenting skills.
 the procedure and
 d.



In making provisions for the children it is consistent with continuous learning for each child that there should be no division into grades.

This non-graded plan allows for free informal groupings of children as different interests and purposes indicate. It allows individual children to join with one group or another instead of being held always with the same one. This puts grouping on the basis of individual need and removes many of the limitations to learning incident to fixed grouping.

This does not embody erratic, whimsical moving of children without any specified purpose. Purpose is the basis of all grouping under this plan. While it allows for free movement, it is this freedom of movement — without fixed grouping either on the basis of age, subject matter to be learned, or number — which allows younger children to move into informal groups often much earlier than might otherwise be the case. Equally important, it makes it possible for them not to be in groups until it is natural and easy for them to make their way with others.

The involvement of parents, while a voluntary matter for those with children under four years of age, will be strongly encouraged by developing the educational activities of the children under four and those for children from four to seven as a continuum. While such activity will vary from time to time because of home conditions, family activity and interest, it is expected that a large percentage of all children from infancy through seven will be enrolled.

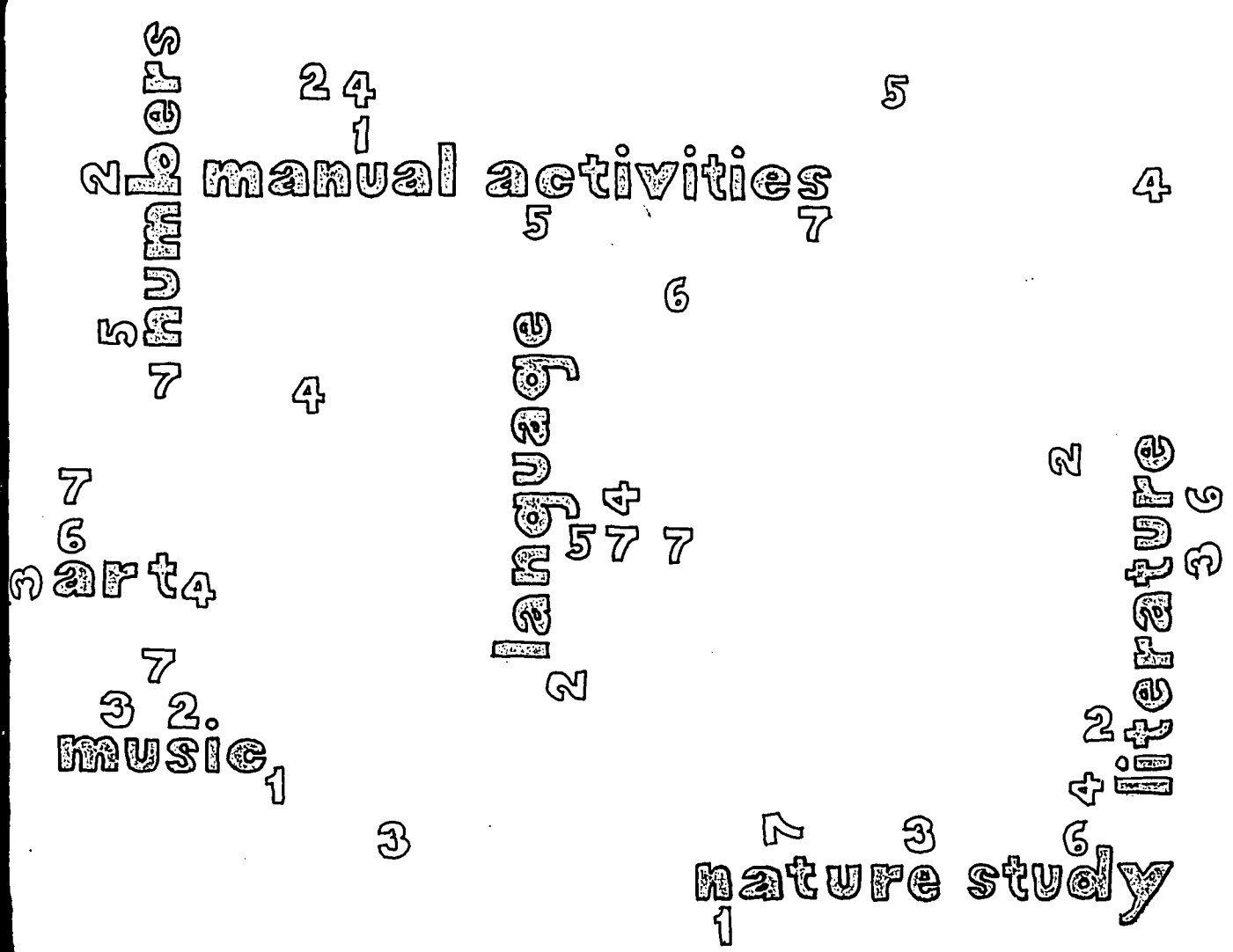
Continuous P

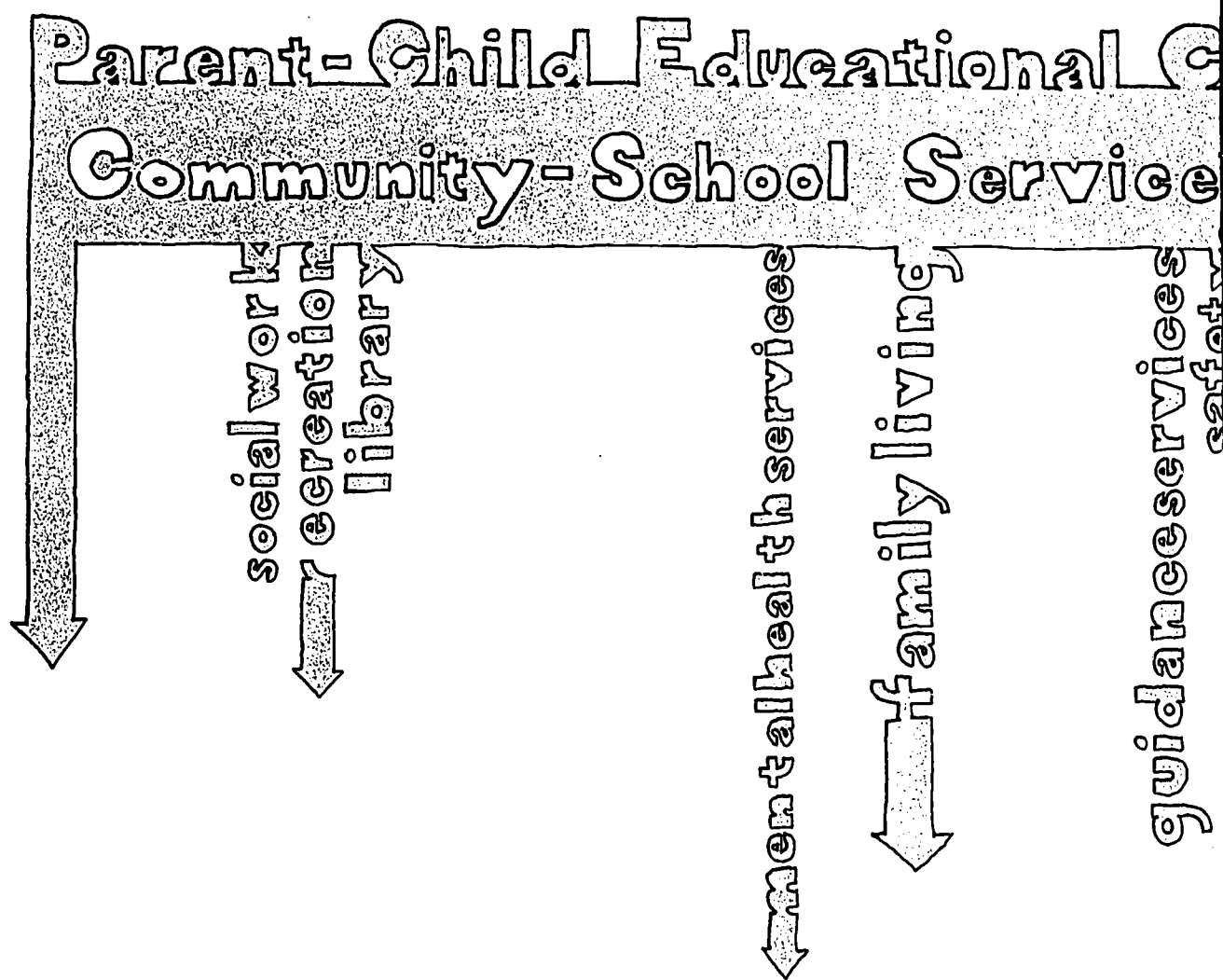
Numbers
ma

7
6
nart4

7
3 2.
music₁

Continuous Progress Learning





Some community services not at first essential to the Center's activities may later be needed and can be planned for as parents and staff work together.

In a newly developing area, these might include physical and mental health services, social work and guidance services, safety, recreation, library, and family living which may not be available and

could be provided through the Center's appropriate agency for handling them established in the community.

As parents become involved in the Center, they may develop suggestions of what would be useful to them, to their children, to the community and their children. They will naturally turn to professional staff for answers to questions.

Recreational Centers

of Services

family living

guidance services
safety

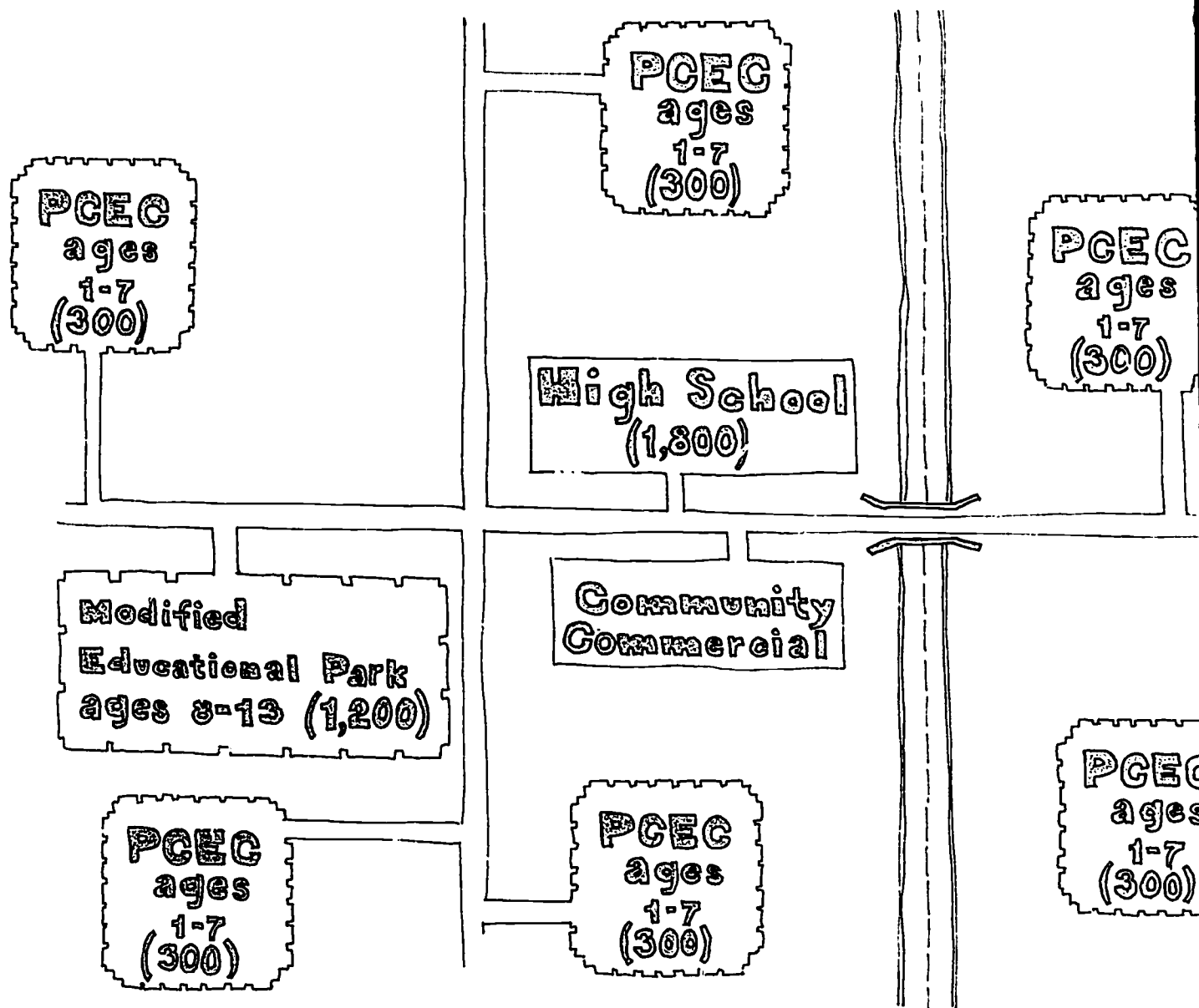
physical health services

be provided through the Center until the appropriate agency for handling them is established in the community.

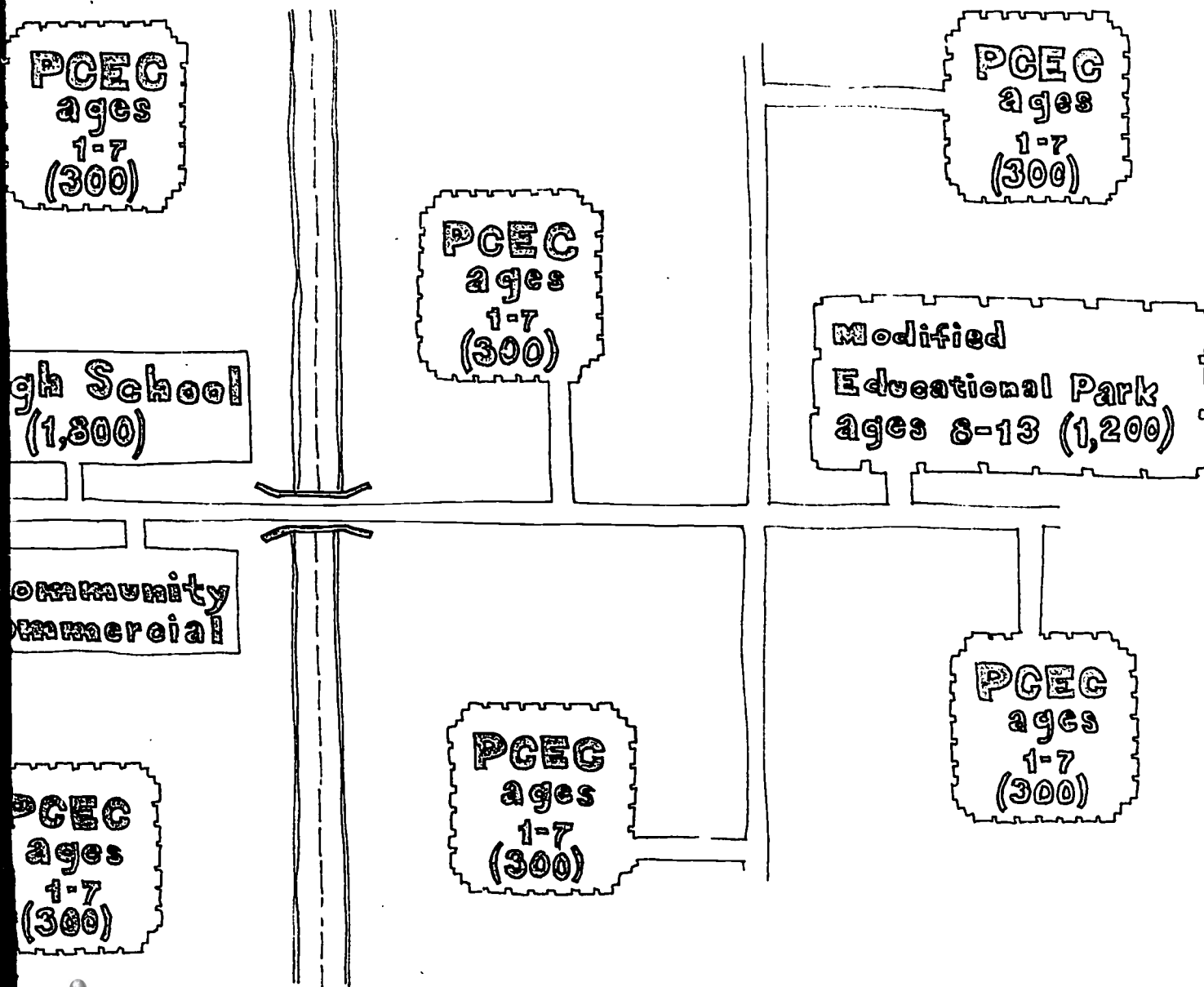
parents become involved in the planning, may develop suggestions of what they see as important to them, to their children, to their friends and their children. They will naturally turn to the professional staff for answers to questions, for spe-

cific help or to share the enjoyment of some bit of development and learning. This suggests planning for exchange of ideas between parents and professional staff; for gathering resource materials and making them available for use; for referral to some other source for service when a need arises which the Center is not equipped to handle.

New Community of 15,000 - 20,000 types, enrollments and location



y of 15,000 - 20,000 People showing nts and locations of Schools





The School Site

The school site size and shape should be sufficiently proportioned and large enough to allow the proposed building(s) to fit functionally on the site, thereby allowing the "indoor" and "outdoor" areas to be designed interrelatedly and contiguously.

The school site should be aesthetically pleasing to young children and should contain as many natural and "man-made" characteristics of topography and landscaping as is possible, such as trees, shrubs, mounds, hills, rocks and streams, that will provide many varied, enriching "outdoor" experiences for young children.

The school site should be readily available, accessible and spacious enough to accommodate a variety of activities for young children. Landscaping should be designed for its educational function, protection, privacy and screening qualities, aesthetic value and ease of maintenance.

A
C

The need
design a
between
press the
both hor

The sc
the scale
building
tically tr
The scho
ground l

The sc
growth,
vidual m
tional pr



Architectural Considerations

The needs of the children and the educational program determined the building design and structure. The form followed its function. As a transitional school between "home" and "formal schooling," schools for young children should express their own "character" by combining some of the functions, and qualities of both home and school.

The school building(s) should be aesthetically pleasing and proportioned to the scale, order, arrangement and sensitivity levels of young children. The school building should be cheerful, colorful, well-lighted, dry, sanitary, safe, quiet, acoustically treated, properly ventilated and thermally controlled for overall comfort. The school building(s) should provide all activity areas for young children above ground level and preferably on the first floor level.

The school building should be designed to provide for future expansion and growth, flexibility, versatility and mobility to meet the comprehensive and individual needs of young children and the modern PCEC early childhood educational programs.

Educational Environment

The facilities should vary and be flexible in their arrangement, sizes, challenges and interest appeal, in order to permit activities of interest for individuals and groups of children of different sizes and stages of development.

Young children love to learn, touch, explore and are naturally inquisitive. Facilities therefore should provide varied opportunities, both indoors and outdoors, for observing, touching, experimenting, exploring, discovering, thinking, inventing, constructing and creating.

Early childhood educational programs and their responsive educational environment (facilities) should promote the specific goals of the program and foster a quality of living that provides for total and continuous growth. The program and facilities should meet the basic health, physical development, attention, acceptance, warmth, security and individual needs of young children.

Physical Environment

The physical environment affects learning and influences human relationships in the school; therefore it should be functionally planned to promote all aspects of children's educational development – physical, mental, social and emotional.

In addition to the selection of buildings, materials and equipment, equal consideration should be given to the social and emotional climate (atmosphere), aesthetics, and natural stimulations that affect the educational and physical environment.

The selection and arrangement of the children's activity spaces should be based upon the developmental needs and interests of the children involved. The activity spaces should facilitate an efficient functioning environment and meaningful interrelated experiences between all activities, "indoors" and "outdoors."



ment

es, challenges
dividuals and

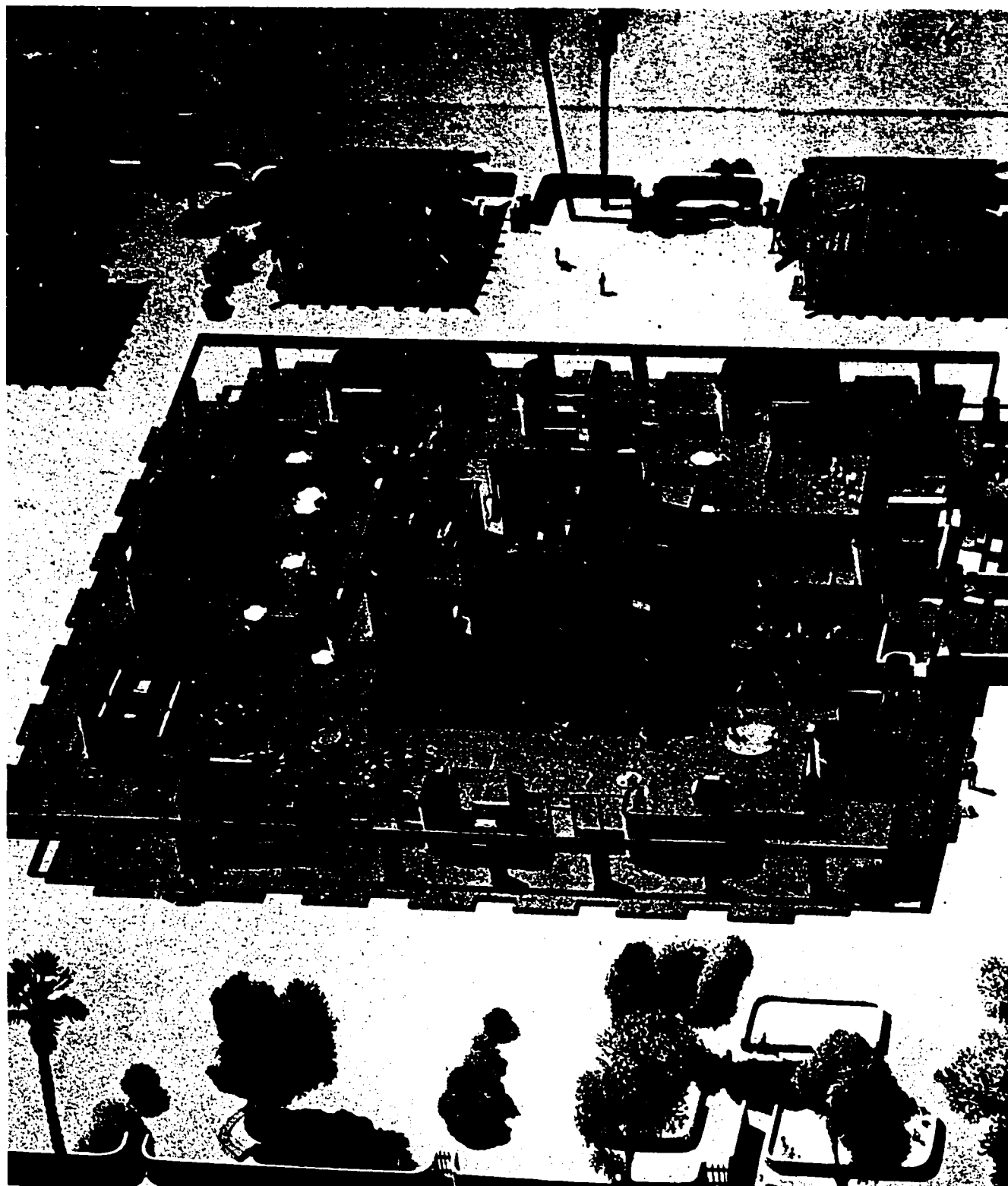
y inquisitive.
poors and out-
ng, thinking,

ucational en-
rogram and
growth. The
elopment, at-
ng children.

t

relationships
e all aspects
l emotional.
t, equal con-
tmosphere),
nd physical

es should be
en involved.
onment and
s" and "out-



Special Features

For proper temperature control (cooling and heating) the thermostats should be located at one-half child's height, so that the temperature takes into account the level of air in which the child is moving. Standard temperature and ventilation for young children is between 68 degrees and 70 degrees. Thermostats should be covered or key-operated to prevent children's play.

Some visibility windows should be low enough to allow children to look outdoors. Safety glass or clear plastic visibility strips should be used when windows are related to play areas.

Educational Unit doors should be lightweight and easily opened by young children. They should open outward, be equipped with low panic locks and should not be able to be locked from inside.

Ramps are preferred over stairs, but where steps are used, handrails on staircases should be adjusted to the height of young children. Stair treads and risers should equally be adjusted to the young child's foot size levels.

All educational spaces should have acoustical treatment of ceilings, walls and floors, for sound conditioning to reduce the noise levels of active children (thereby reducing the need of restricting children's robust, noisy activities).

All electrical outlets in instructional areas should be placed high and out of reach of young children or equipped with safety covers. In office areas and work spaces, the electrical outlets should be placed to accommodate electrical typewriting and office equipment.

Where self-help is desired, light switches should be adjusted to the height of young children. In areas where it is not desired to have children play with or use light switches, they should be placed out of reach or equipped with a key switch.

The school building and educational spaces should be free from protruding objects and sharp features. All walls should be hard, smooth and easily washed. Bathroom walls, at least 4 feet high, should be tiled or protected with another durable material.

It is commonly agreed that classrooms should be well-lighted and free from glare. However, because of the nature of the young child and the variety of his activities in working and playing, all sections of the room, on the floor, table tops, and in facing in all different directions, should have adequate lighting which avoids shadows. Ample space is needed in all sections of the indoor instructional space.

The indoor instructional space should have a low wash and play sink and low drinking fountains for children.

Ample indoor storage space should be provided for private teacher storage of materials and children's belongings in teachers' workrooms in instructional unit.

Floors should be warm, free from drafts and easily cleaned. Carpets may be used but centers require a hard surface. The floor should be resilient and noise resistant.

The safety precautions in a school for young children depend largely on the absence of hazards and preference to telling children don't do this or that, and include the following: avoid sharp corners and edges; provide no tripping hazards on ramp, and stair surfaces; provide safety gates around pools and other hazardous areas; provide latches on doors to prevent slamming; keep dangerous supplies out of the reach of young children; provide readily accessible fire extinguishers; and all heating units.

The school building and educational area walls should be free from protruding objects as a safety feature. All walls should be hard, smooth and easily washed. Bathroom walls, at least 4 feet high, should be tiled or protected with another water-proof material.

It is commonly agreed that classrooms should be well-lighted and free from glare. However, because of the nature of the young child and the diversification of his activities in working and playing in all sections of the room, on the floor, tables and countertops, and in facing in all different directions while working, adequate lighting which avoids dead spots is needed in all sections of the indoor instructional space.

The indoor instructional space should provide a wash and play sink and low drinking fountains for children.

Ample indoor storage space should be provided for private teacher storage of materials and personal belongings in teachers' workrooms in each educational unit.

Floors should be warm, free from drafts and easily cleaned. Carpets may be used but certain interest centers require a hard surface. The floors should be resilient and noise resistant.

The safety precautions in a school for young children depend largely on the absence of hazards in reference to telling children don't do or touch this or that, and include the following advice: avoid sharp corners and edges; provide non-skid floor, ramp, and stair surfaces; provide safety latches on gates around pools and other hazardous areas; place latches on doors to prevent slamming; lock all dangerous supplies out of the reach of young children; provide readily accessible fire extinguishers; cover heating units.

Ample parking facilities to accommodate staff, parents and visitors should be provided. The parking lot should be located as close as possible to an entrance and exit area, preferably with a covered walk, to enable young children and visitors to easily enter or leave school. Parking spaces should be provided for teachers.

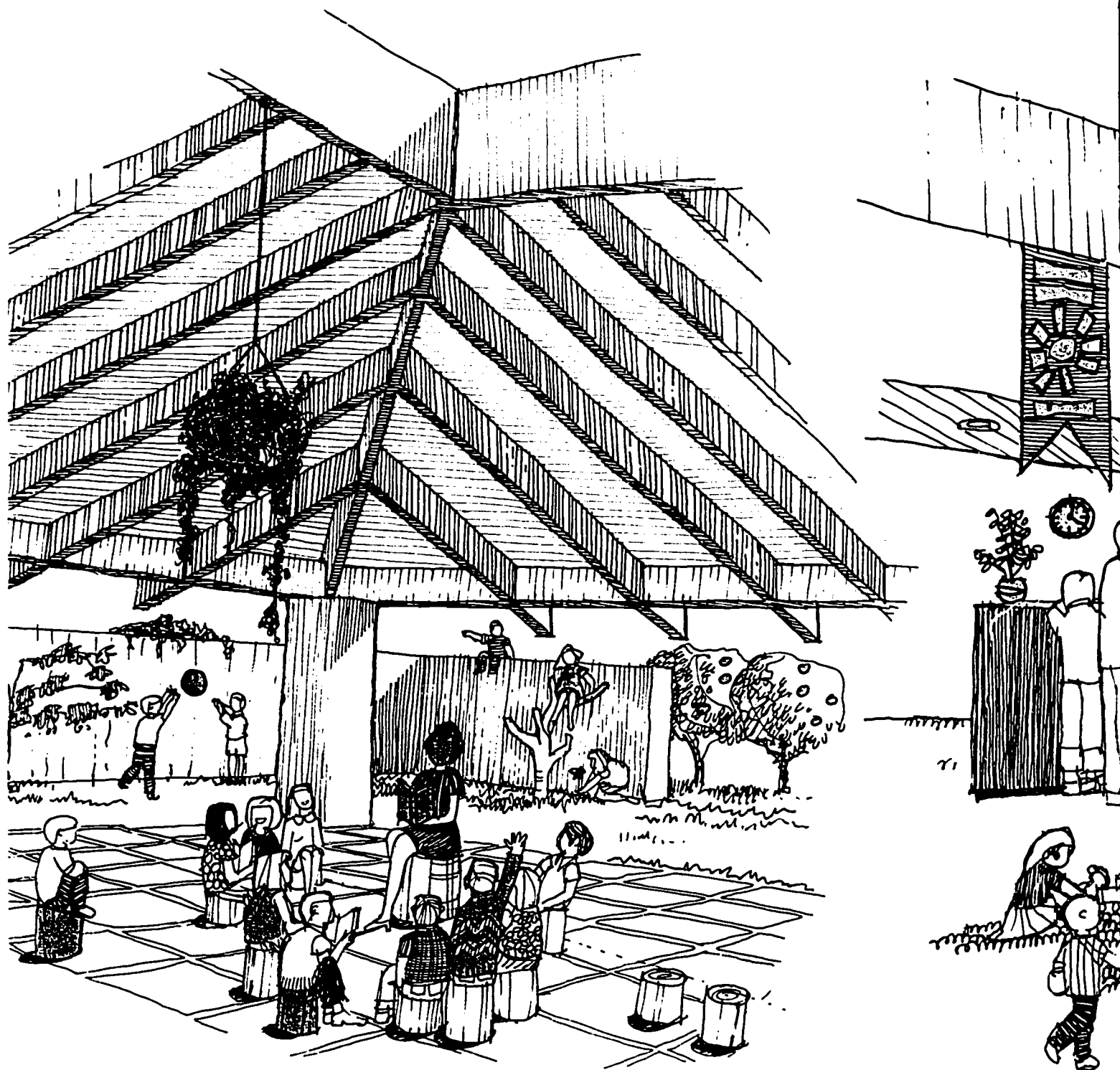
All school buildings for young children should be provided with the electrical power and conduits required to accommodate the electrical and wiring provisions required for television; other audio-visual and communications equipment; computerized equipment; atmosphere conditioning equipment and the other technological advances of the future.

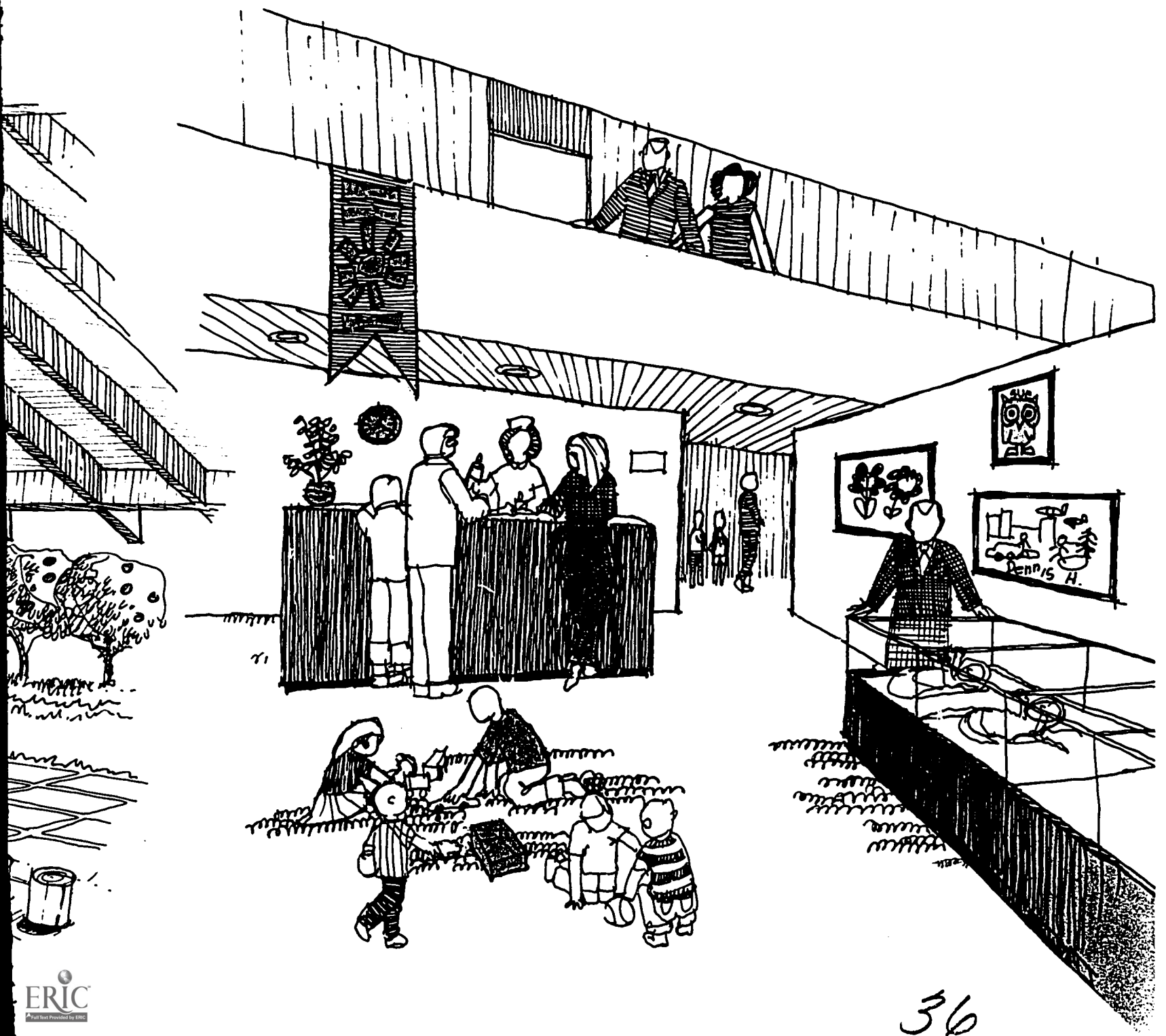
Indoor space and arrangements should be designed to the sensitivity scales and proportional levels of young children. Everything the child uses should be low and at eye level. Service facilities should be designed low for independent use.

In order to encourage independence and self-help, equipment that is to be freely used by the young child should be stored in open, low shelves or cupboards within the activity interest area.

The imaginative use of earth forms, landscaping and fencing should be incorporated in playgrounds for young children in order to identify the interrelatedness and/or independence limits of the various simple and complex outdoor activity areas.

A variety of playground surfaces is desirable for young children: land for digging, grass for rolling, earth, gravel and soft surfaces for safety, and hard surfaces (walks) for wheeled toys.





Indoor Educational Space

©
Educ

Modern schools for young children require *flexible* "open" indoor space facilities, in order to provide for the varied arrangements of interest centers and the interchange between learning activities desired in contemporary educational programs for young children. Interest center space should be flexibly designed, with mobile dividers and partitions that will enable the teacher to increase or decrease the space required according to children's needs.

The overall indoor "open" space, as well as each individual activity area should be sufficiently "squared" or "circularly" proportioned and large enough to allow the interest centers to be functionally designed, interrelatedly arranged and properly supervised.

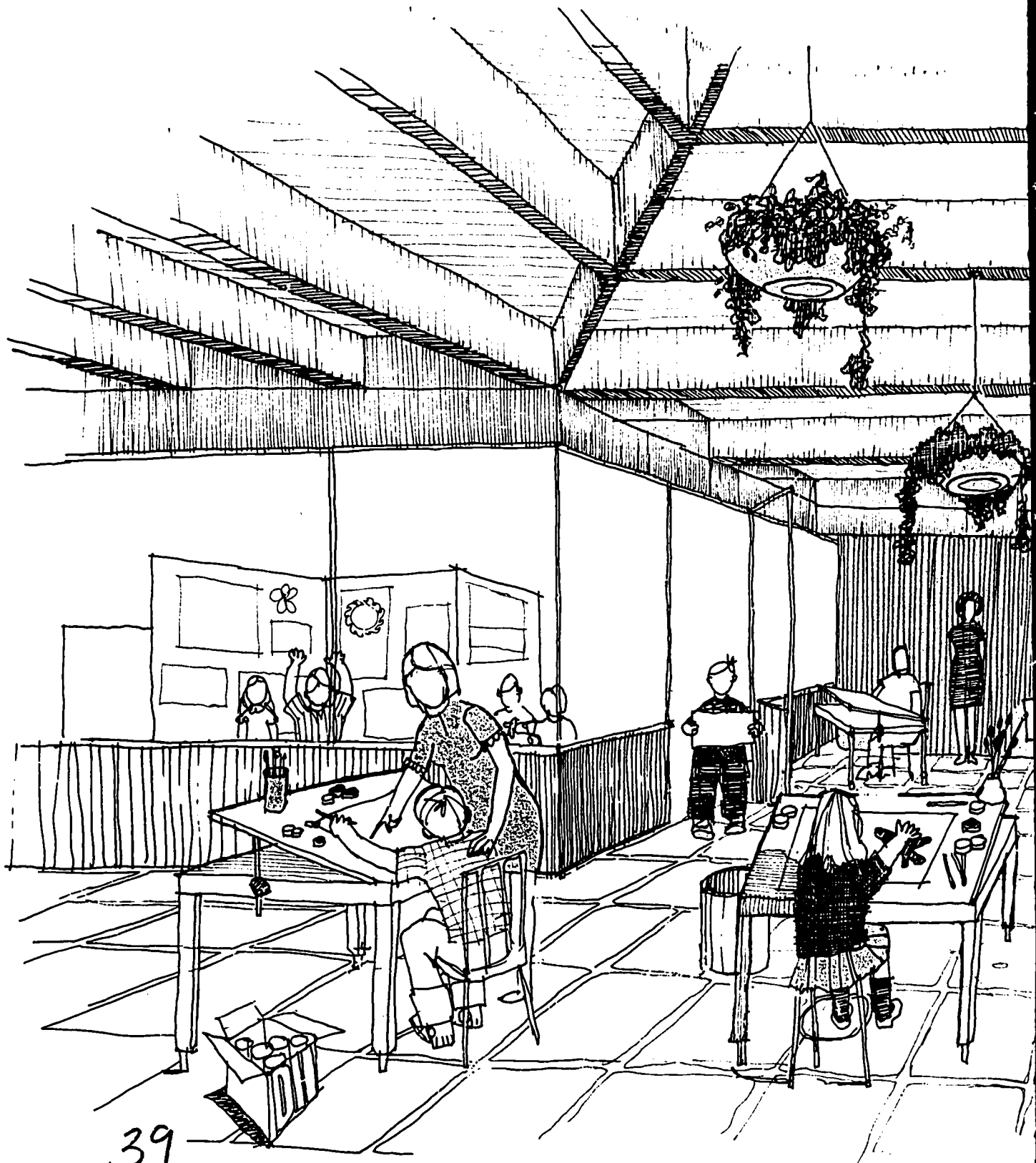
Indoor and outdoor space and arrangements should be designed to the sensitivity scale and proportional levels of young children. Everything the child uses should be low and at eye level. Service facilities should be designed low for independent use.

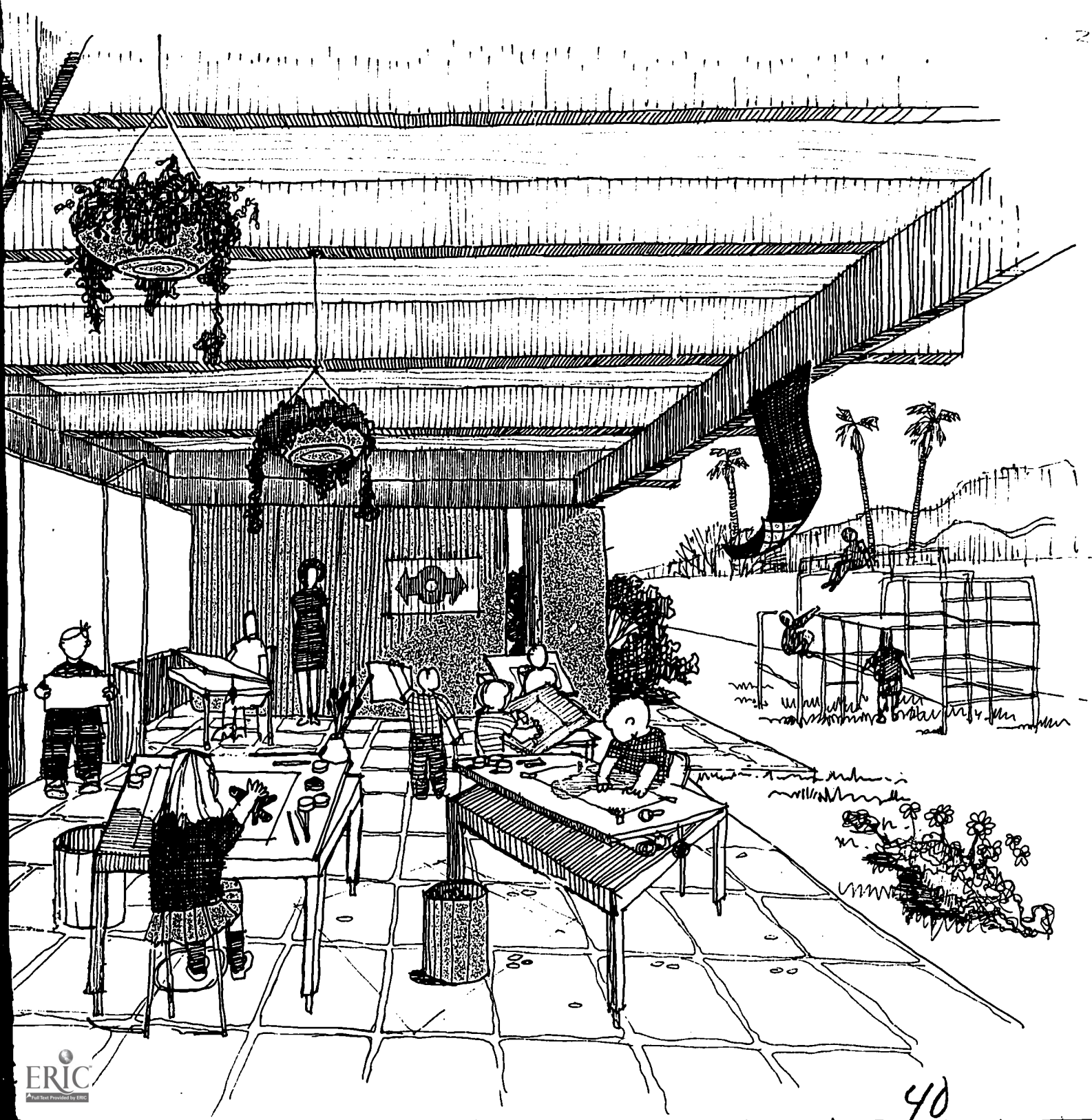
Outdoor Educational Space

The ideal playground for young children is a grassy area on a sunny, sheltered side of a building. This area could have trees for shade and climbing, a pond for water play, a garden and sand for digging. Additional natural stimuli and environmental conditions that will encourage the healthy activities of running, jumping, rolling, climbing, digging, lifting, swinging, sliding, pulling, pushing, crawling, creeping, skipping, balancing, walking, throwing, riding, reaching, and bending should be provided. Where natural conditions are not available to provide such activities, a combination of man-made playgrounds and equipment and natural conditions should be substituted. Outdoor playground activity areas and spaces for young children should include the following list of suggestions:

<i>Climbing apparatus (tower gym, jungle gym, ropes, monkey bars, trees, ladders, etc.)</i>	<i>A grassy slope for rolling, climbing, etc.</i>
<i>Play sculpture</i>	<i>Open grassed area for running and playing</i>
<i>Walls and play steps</i>	<i>A dirt hill, sand pit for digging</i>
<i>Slides</i>	<i>"Outdoor Lab," "Adventure Play Area," "Junk Yard"</i>
<i>Swings (tire swings, traveling rings)</i>	<i>Tree house</i>
<i>Merry-go-rounds</i>	<i>Play house</i>
<i>See-saws, teeter totters, rocking boats, rocking horses, spring animals, etc.</i>	<i>Large concrete pipe for creeping and crawling</i>
<i>Building area (large outdoor blocks, boards, construction equipment, packing boxes, barrels, etc.)</i>	<i>Open play fields</i>
<i>Outdoor workbench — woodworking</i>	<i>Nature areas for exploring and discovering (landscaped area)</i>
<i>Water play area (pools)</i>	<i>Picnic area</i>
<i>Sand box</i>	<i>Quiet area (place to be alone)</i>
<i>Garden space (planting and digging areas)</i>	<i>Hard surface area or walks for wheeled toys</i>
<i>Animal farm — science area, nature area</i>	<i>Outdoor clothing storage and dressing area</i>
	<i>Waterproof outdoor storage area for equipment</i>
	<i>Outdoor drinking fountain (access and lavatory area)</i>

The imaginative use of earth forms, landscaping and fencing should be used in playgrounds for young children in order to identify the interrelatedness and/or independence limits of the various simple and complex outdoor activity areas.





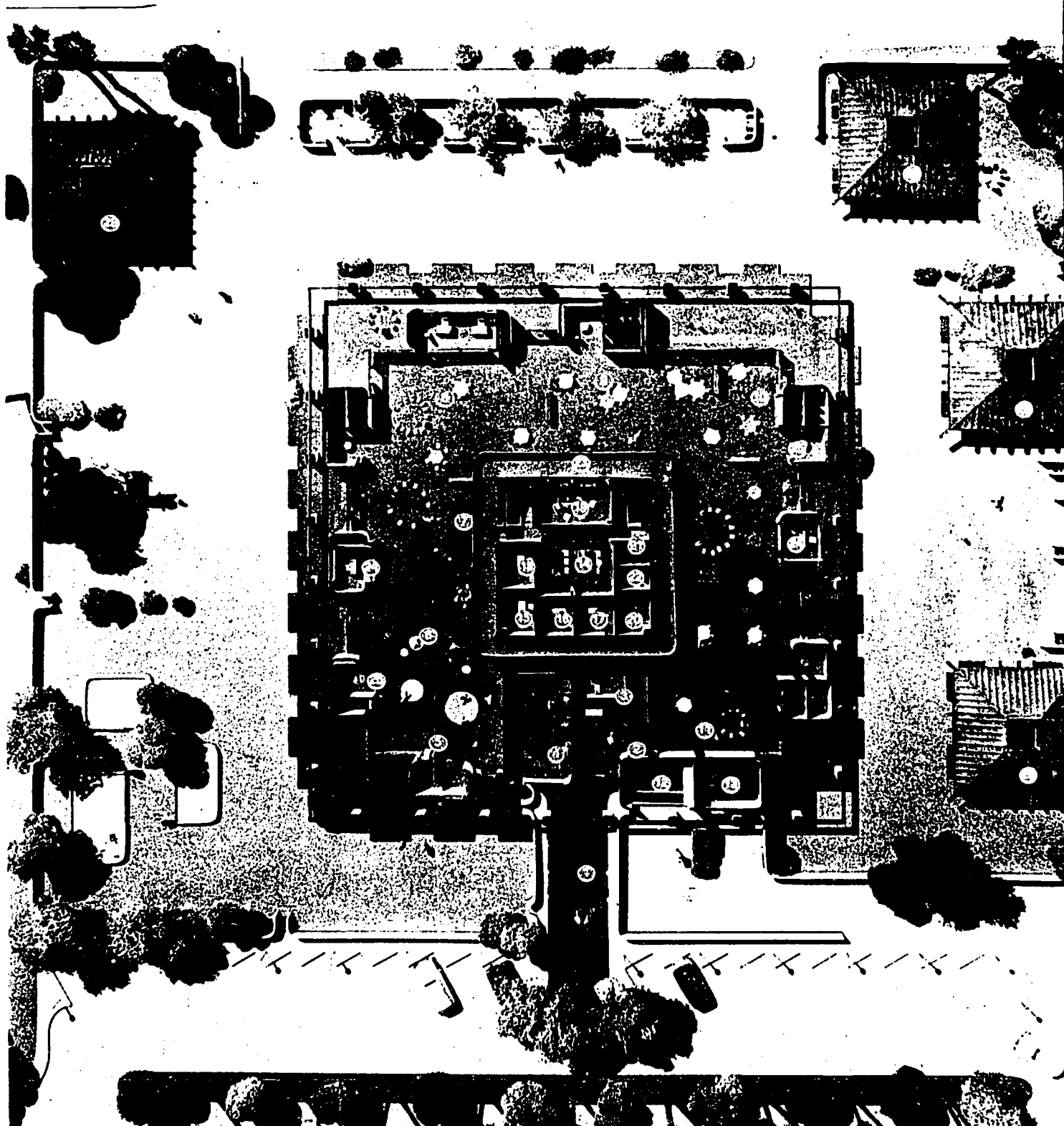
Overall Square Footage Space

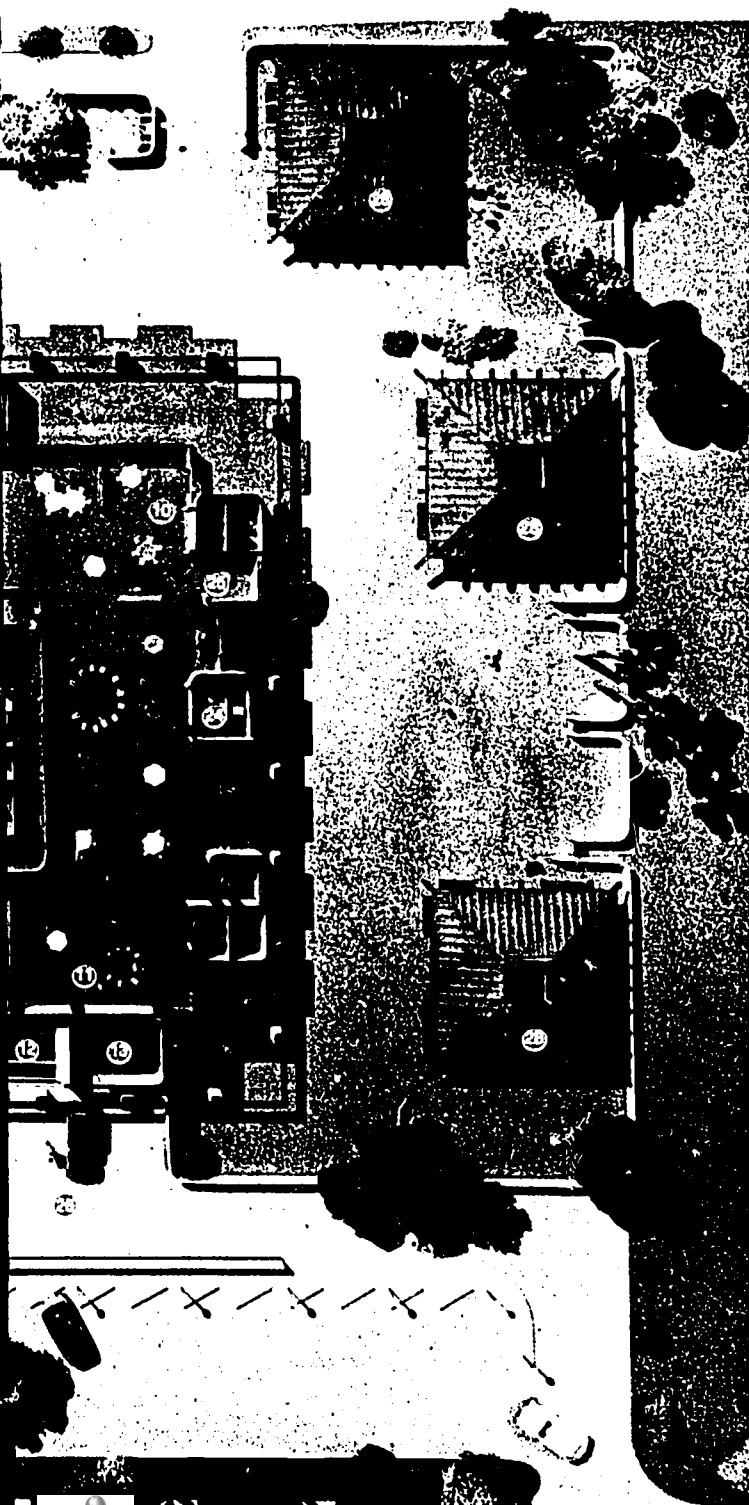
	Indoor Sq. Ft.	Outdoor Overhang	Outdoor Sq. Ft.
Educational Space, Unit One:			
Parent and Infant Child Center Space	1,000		
Parent and Toddler Child Center Space	1,200		
Parent and Two-Year-Old Child Center Space	1,200		
<i>Aux. Unit One</i>			
General Storage Closet	100		
One Parents-Teachers Conference and Work Area	200		
Lavatories, and one Adult Toilet in Infant Center;			
two Training Toilets and Drinking Fountains;			
one Paint and Work Sink with Counter Top;			
one Low Hand-Washing Sink — Foot Pedal			
Operated	175		
Custodial Storage Closet with Mop Sink	25		
Sub-total Unit One =	3,900*	1,000	4,000
Educational Space, Unit Two:			
Parent and Three-Year-Old Child Center Space	1,250		
Parent and Four-Year-Old Child Center Space	1,250		
Parent and Five-Year-Old Child Center Space	1,500		
<i>Aux. Unit Two</i>			
General Storage Closet	100		
One Parents-Teachers Conference and Work Area	200		
Lavatories, and one Toilet Training Lavatory and			
two Regular Lavatories; Drinking Fountains;			
two Paint and Work Sinks with Counter Tops;			
three Low Hand-Washing Sinks — Foot Pedal			
Operated	175		
Custodial Storage Closet with Mop Sink	25		
Sub-total Unit Two =	4,500*	1,500	16,000
Educational Space, Unit Three:			
Six and Seven-Year-Old Child and Parent			
Center Space	4,500		
<i>Aux. Unit Three</i>			
General Storage Area Closet	100		
One Parents-Teachers Conference and Work Area	200		
Two Regular Lavatories, Drinking Fountains; two			
Paint and Work Sinks with Counter Tops; two			
Low Hand-Washing Sinks — Foot Pedal			
Operated	175		
Custodial Storage Closet with Mop Sink	25		
Sub-total Unit Three =	5,000*	2,000	20,000

Auxiliary Space, Unit Four:

Storage Space Allocations

two Paint and Work Sinks with Counter Tops; three Low Hand-Washing Sinks - Foot Pedal Operated	175 25 4,500*	1,500	16,000
Custodial Storage Closet with Mop Sink Sub-total Unit Two =	4,500		
Educational Space, Unit Three: Six and Seven-Year-Old Child and Parent Center Space	100 200		
Aux. Unit Three General Storage Area Closet	175 25 5,000*	2,000	20,000
One Parents-Teachers Conference and Work Area Two Regular Lavatories, Drinking Fountains; two Paint and Work Sinks with Counter Tops; two Low Hand-Washing Sinks - Foot Pedal Operated			
Custodial Storage Closet with Mop Sink Sub-total Unit Three =			
Auxiliary Space, Unit Four: Administrative Unit Center Director's Office General Office Duplicating Machine Room Parents' Reception Area General Office Storage Adult Lavatories Sub-total	120 200 80 50 75 50 575		
Four Professional Offices - Psychologist, Speech, Social Worker, Community Services, and Medical Professional Office Attached to Health Unit Health Unit with Isolation Room Staff Lounge Rest Area Kitchen-Snack Area Laundry Area Observation Ramp (Overhead) Multi-Purpose Parents' Center, Library and Resource Center, Professional Work Area and Conference Center Mutual Initiative and Involvement Team Work and Conference Room Sub-total Auxiliary Space	400 200 150 150 100 1,000 650 3,225*	500	
Service Space, Unit Five: Custodial Workroom and Delivery Entrance Custodial Storage Utility Room - Boiler Circulation, Halls, etc. Sub-total Service Space	200 150 150 750 1,500*	775	40,000
PCEC Overall Total Square Footage	18,125	5,275	





1. Entry
2. Reception
3. Director
4. Infants
5. Age One
6. Age Two
7. Age Three
8. Age Four
9. Age Five
10. Age Six
11. Age Seven
12. Kitchen
13. Service
14. Parent Center, Library and Resource Center
15. Conference
16. Psychologist
17. Research and Evaluation
18. Social Worker
19. Conference
20. Staff Lounge
21. Men
22. Women
23. Viewing Balcony
24. Parent and Teacher Conference and Work Room
25. Typical Boys and Girls Restroom and Storage Area
26. Service Court
27. Outdoor Instructional Space
28. Covered Outdoor Instructional Space
29. Animals and Plants
30. Parking for Bicycles and Electric Carts
31. Pathway System